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shop and elsewhere by the factory system. The Amalgamated Clothing Workers have, of course, played an important part in this transition (p. 75).

Finally, while we should be grateful that this useful text has been kept up to date, one cannot but feel that it would have been infinitely more valuable if it had laid bare some of the springs of action which cause men, whether workmen or employers, to behave as they do in the world of labor. We have not as yet any satisfactory psychological explanation of such problems as, why some men join labor organizations and others do not; what are the relations between the leaders and the rank and file, and why; why the labor movement on the Pacific Coast, with a higher standard of living and with greater opportunities for personal advancement than, perhaps, any other section of the country, should be moving so much more rapidly to the left. The solid work of such men as Professor Carlton needs to be supplemented by material on these and a myriad of similar questions. One can only hope that the beginnings made by Parker, Ogburn, and Tannenbaum will be carried on by a number of other well-equipped students.

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*Workers' Education.* By ARTHUR GLEASON. Bureau of Industrial Research. Pp. 61. \$.50. (Half price to labor organizations.)

*Adult Working Class Education in Great Britain and the United States.* By C. P. SWEENEY. U. S. Bureau of Labor Statistics, Bulletin No. 271.

These two pamphlets describe the existing agencies for educating the adult worker in England and America. The place of the Workers Educational Association, Ruskin College, and the Central Labor College in England are briefly described, and an account is given of the various American workers' colleges which have sprung up so rapidly within the last few years. Mr. Gleason also makes a not wholly satisfactory attempt to lay down proper methods of conducting such classes.